



SERVICE- LEARNING



*No Child
Left Behind Act of 2001*

TITLE VII

Indian, Native Hawaiian,
and Alaska Native
Education

DEFINITION

Service-learning provides thoughtfully organized experiences that integrate students' academic learning with service that meets actual community needs. Service and learning blend in ways that serve and enrich one another.

Service-learning is a method:

- 1** under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated in collaboration with the school and community;
- 2** that is integrated into students' academic curriculum and provides structured time for a student to think, talk, or write about what they did and saw during the actual service activity;
- 3** that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities;
- 4** that enhances what is taught in school by extending student learning beyond the classroom and into the community, thereby helping to foster the development of a sense of caring for others; and
- 5** that is supported by regular assessment to provide feedback and guide improvement.

How does Title VII support service-learning?

Title VII supports service-learning in several ways:

Indian Education

Part A, Subpart 1,
Section 7115, (b)(3)
Part A, Subpart 2,
Section 7121, (c)(2)(b)
(c)(i)(I)

Authorizes “enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of challenging State academic content and student achievement standards.” Sites may use service-learning for tutoring, mentoring, and other instructional activities. Allows grants to be awarded to eligible entities for “bilingual and bicultural programs...; career preparation programs...; and activities that recognize and support the unique cultural and educational needs of Indian children, and incorporate appropriately qualified tribal elders and seniors.” Programs may include tech-prep education, mentoring, and apprenticeship.

Native Hawaiian Education Act

Part B, Section 7205,
(a)(3)

Provides for programs that meet the Hawaiian and English literacy needs of Hawaiian elementary school students; the development of...curricula...that incorporate Native Hawaiian tradition and culture; and the operation of community-based learning centers...that provide...after-school programs...and programs that “recognize and support the unique cultural and educational needs of Native Hawaiian children, and incorporate appropriately qualified Native Hawaiian elders and seniors.”

Alaska Native Educational Equity, Support, and Assistance Act

Part C, Section 7304,
(2)(b)(f)(iii)(p)(q)(r)

Authorizes the development of curricula and educational programs that reflect the cultural diversity or the contributions of Alaska Natives and instructional programs that make use of Native Alaskan languages. Provides for the development of student enrichment programs...that “recognize and support the unique cultural and educational needs of Alaska Native children, and incorporate appropriately qualified Alaska Native elders and seniors.” Other components of this section authorize dropout prevention programs; community engagement programs; and career preparation activities, including tech-prep, mentoring, training, and apprenticeship activities.

By linking Title VII and service-learning, students will be introduced to concepts and experiences that have the potential to increase their academic achievement, and their sense of community. Service-learning can provide opportunities for them to learn about their unique cultures and traditions. To achieve these goals, service-learning programs must be designed with high-quality, ensuring that programs feature the components and strategies necessary for outcomes to be maximized. Providing data as evidence of effectiveness will be necessary to sustain the practice of service-learning.

LEGISLATION

Examples of service-learning models that could be adopted by Title VII programs

Indian Service-Learning Project

Service-learning at Miami (Oklahoma) High School is implemented through research in environmental justice and with issues surrounding the Tar Creek Superfund site, a toxic waste clean up site. Several years ago a small group of students formed the Cherokee Volunteer Society when they learned that children in their community had high blood lead levels. Their goal in establishing this community-based organization was to increase community awareness to the hazards of exposure to lead and other heavy metals in local streams, drinking water, and recreation areas. Student activities included writing *“The Tar Creek Anthology – A Legacy”* that documented the effects of living in a highly toxic community; interviewing local government, tribal, and EPA officials; and creating children’s books to make younger students more aware of volunteerism and community concerns. Efforts significantly impacted community, state, and national awareness of the health, cultural, and political issues surrounding the Tar Creek Project cleanup efforts. Student surveys indicated that over 80 percent took pride in their communities.

Native Hawaiian Service-Learning Project

Students at Waianae High School on the island of Oahu are primarily of Hawaiian ancestry. The school developed a Hawaiian Studies Program (HSP) in partnership with Ka’ala Farms, a grassroots organization that runs a community learning center emphasizing traditional Hawaiian culture. The HSP includes a strong service-learning component and instructional activities that center on weekly field work in subjects such as tropical agriculture, anthropology, environmental science, and health. The curriculum is integrated across disciplines and incorporates hands-on and collaborative approaches to learning. Students in the environmental sciences program learned about issues of water rights from local scientists, participated in water quality testing of the local stream system, and studied native plants. Each student constructs a portfolio indicating progress toward achieving the program’s learning objectives. Surveys showed differences between HSP and control groups in student leadership, civic engagement, responsibility, efficacy, and career awareness.

Alaska Native Service-Learning Project

Students in the Northern Artic village of Point Hope, Alaska, practice cultural service-learning traditions handed down from tribal elders. The village’s survival is dependent on whaling so students learn about weather, astronomy, physics, ice conditions, and wind directions. They also learn how to make traditional boats and driftwood paddles. Traditional methods of navigation are used since the village is so isolated and there are limited technological resources. Students reflect on their experiences through discussions with elders and other students.

How do exemplary practices in Indian, Native Hawaiian, and Alaska Native education relate to service-learning?

Service-learning as a strategy for enhancing programs for Indian, Native Hawaiian, and Alaskan Native students shows enormous promise based on the research literature on what works for the educational achievement of these student populations. The research literature indicates that enrichment programs for Indian, Native Hawaiian, and Alaskan Native students are most effective when they:

- Reconnect Native youth to their traditions and community;
- Are culturally appropriate and supported by Native communities;
- Are youth-driven with all participants having a voice;
- Address students' academic needs;
- Have the same high expectations for all students;
- Are sustainable and serve community identified needs;
- Meet high academic standards and equip participants with life skills;
- Allow for experiential learning across the curriculum;
- Encourage creative expression and celebrate collaborative work;
- Integrate nature and environmental issues into the curriculum;
- Include intergenerational components, such as involving tribal elders in the projects;
- Are research-oriented according to Native definitions;
- Focus on observation, reflection, and sharing of experiences;
- Foster self-efficacy among participating youth; and
- Produce tangible results that are regularly evaluated to advance quality practice.

Source:
ACKCO, Inc. (2001). *Tribal Service-Learning Programs Fact Sheet*,
http://www.servicelearning.org/library/fact_sheets/tribal.html.



I'm interested ... Now what?

A planning and implementation guide is available to help you as you explore your options. You may obtain a copy by calling or writing to:
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Confirm your eligibility

Title VII grants are awarded through an application procedure. For more information on the Title VII requirements and applications, check with your local district or state office of education. More information can also be found on the U.S. Department of Education's Web site, available at: www.ed.gov.

Plan your service-learning project

- Canvass the community to understand needs and willingness;
- Develop agreements for student and community participation;
- Explain how supervision will take place;
- Provide information about liability and how problems will be handled;
- Delineate the obligations of each party;
- Develop an appropriate service-learning curriculum;
- Design student materials and orientation processes;
- Train those responsible for implementing the projects;
- Connect service-learning to the curriculum through written and oral reflection opportunities; and
- Conduct an evaluation to understand the program's effectiveness.

PLANNING